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ABSTRACT

This paper describes some methods found to be successful in helping students learn two major thinking strategies: making and supporting generalizations, and argumentation. The paper includes sample materials involving a variety of different subject areas to provide ideas about activities that work with students at a variety of ability and grade levels. In two main sections, the paper presents activities to develop the ability to make and support generalizations, and activities to promote argumentation skills. The paper maintains that such activities will enable students to learn these important thinking strategies, particularly if the activities are interesting; engage students in using the target strategies; provide repeated practice of the strategies in a variety of situations that are sequenced with more structure at the beginning and move to student independence at the end; and require students to contend with the immediate demands of a real audience in small group and whole class discussions. (Thirty-seven references are attached, and appendixes contain 20 pages of student activity sheets.) (SR)

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THINKING AND WRITING ACROSS THE CURRICULUM

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INTRODUCTION

Two major thinking strategies that cut across almost every subject area are the processes of making and supporting generalizations and argumentation. In speaking and in writing we ask students to use these thinking strategies all the time. For example, if they are asked to draw conclusions on the best way to bunt for a base hit in baseball based on observing a number of hitters bunt the ball, or describe a well balanced diet, they are making and supporting a generalization; or, if they are asked to defend or attack a school policy that prohibits the wearing of hats in the school building, they are arguing.

The trouble is that most students--even accelerated students--often have difficulty making and supporting generalizations and creating effective arguments. And, since we ask them to use these thinking strategies in class discussions, on tests, and in writing, we ought to be providing instruction that will help them master these important thinking strategies.

What we are going to share with you today are some methods for helping students learn these strategies that we have *found* very successful.

We have tried to include sample materials that involve a variety of different subject areas to give you some ideas about the kinds of things that work with students at a variety of ability and grade levels.

We are going to explain some of the activities and then ask you to do some so that you get a sense of what goes on in the classroom and so that you will also understand what thinking processes the students are engaged in. The activities are designed to improve students' ability to make and support generalizions and produce arguments in a written (or oral) composition.

MAKING AND SUPPORTING GENERALIZATIONS

In most subject areas students are asked to make and support generalizations --whether it be in writing assignments, essay tests, or class discussions. They may have to describe a writer's style, explain the differences between Gothic and Romanesque architecture, draw conclusions based on the results of an experiment, or discuss the reasons teenagers are so influenced by peer pressure.

Most students--even our best ones--often have difficulty doing so. This is not to suggest that students don't make generalizations when they write or speak. Often that's all they do. It's not uncommon for students to write generalization after generalization without appearing even to recognize that they are presenting generalizations (or conclusions) that have to be supported. They frequently make hasty generalizations, overgeneralize, or fail to provide any supporting evidence or explanation.

Here are a few statements (generalizations) without support from student writing:

"In the sixteenth century, people assumed that all unmarried women were pure."

"A Teacher at a school of mostly white, upper class students is not apt to force a novel on the students that condemns money and those who have money."

"Before sex education was taught in the school, many teens were having sex without even knowing it."

Perhaps one of the reasons that students tend to write generalizations without supporting them adequately is because they're not very aware of when something is a generalization or how valid generalizations are developed. In textbooks, magazines, newspapers, and even class lectures, they may be presented with generalizations but not see the process that was involved in arriving at them. They may simply see them as "facts" that need no support or explanation, that cannot and need not be questioned.

One way to teach students how to make and support generalizations is to provide models or examples; however, our experience and research seems to confirm that this is not usually enough for most students.

The process of making and supporting generalizations involves a number of complex thinking strategies. Here are some that a number of theorists and researchers have identified: Observing, Describing, Comparing, Contrasting, Questioning, Testing, Evaluating, Providing Support, Making Generalizations (See for example, Hillocks 1982).

The activities that follow are designed to illustrate how students learn how to use the complex thinking strategies involved in making and supporting generalizations

Accidental Deaths By Firearms-- Introductory Activity

One way to help students begin to understand what a generalization is and how to generate and support them is with an introductory activity Johannessen, Kahn, and Walter 1984 and Smagorinsky, McCann, and Kern 1987). If you will turn to the first page of your handout, you will see the questionnaire we use to introduce generalization and support (Appendix, p. 29).

After reading the directions to the class, we use the following procedures in doing this activity:

1. Have students fill out questionnaire individually (emphasize that the questions are concerned with "in the United States");

2. Then, informally compile and discuss their responses;

3. Introduce that these statements are generalizations --they are statements that characterize a set of things, they describe what is true of these things <u>in general</u>;

4. And, ask what they would need to do to verify their guesses and/or resolve disputes.

The answer that they reach on this last point is that they will need to look at information about all accidental deaths by firearms--each individual case, etc. in order to verify their guesses and/or resolve disputes.

This activity works in a number of ways:

*it captures their interest and attention;

*it increases the amount of student participation in class;

*it introduces the concept of generalizing--making generalizations--in a concrete way;

*it suggests the importance of having support for generalizations;

*and, it raises questions for which they want to find answers.

"Accidental Deaths by Firearms"--Assignment and Data Set

Now that they are interested, want answers to their questions and want to resolve disputes, they are ready for the next step. The next four pages of your handout are an assignment and a data set, "Accidental Deaths by Firearms" (Appendix, pp. 30-33). The data set is adapted from a *Time* magazine article "Seven Deadly Days," (July 17, 1989, pp. 30-60).

The assignment is entirely optional, but I use it as a means of putting students in a realistic situation where they might be called upon to make

and support generalizations. We use the following procedures in doing this activity:

1. Give students the assignment and data set "Accidental Deaths by Firearms";

2. Go over the assignment (optional) and point out that *Time* magazine says that this week is typical, so I usually ask students to assume that any other week would be essentially like this one;

3. Have students work in small groups (3-4) and use this information to **test** the generalizations on the questionnaire--look at the evidence to see if it supports the statements;
   a. we usually have students number the cases 1-17 so they can list under each statement the number of the cases that apply to it;
   b. often, we begin by doing the first statement with the class;

4. Reassemble the class and discuss group findings and conclusions;

5. As a follow-up: in small groups or individually, have them work on making some additional generalizations besides the ones on questionnaire;

a. here are some possible additional ideas:
   1. number per day of the week;
   2. part of the country--North, South, West;
   3. type of weapon used--handgun, rifle, etc.;
   4. killing of self or another person;

6. Then, have them discuss their findings with the class;

7. Finally, have them write a composition perhaps using the assignment we gave you.

In this activity students are first testing the generalizations from the questionnaire, and they are ultimately refining them in the small group and whole class discussions. In addition, they are searching for and finding evidence to support generalizations. In the follow-up steps, they are generating and supporting their own generalizations based on the models they worked with from the introductory activity. This activity works because it creates lots of interaction, groups have to work together cooperatively, and there are high levels of discussion. Our experience is that some usually "passive" students will get very involved.

Student Essay

The next page of your handout (Appendix, p. 34) is an example of a student essay written using this data set. The student did the activities we have just described to you. The essay contains a number of significant generalizations with effective support, and the writer has used her

generalizations and support to argue for the banning of handguns. This essay illustrates how doing activities like the ones we are showing you helps students learn important thinking strategies involved in writing that cut across many subject areas.

Urban Crime Legends

In the previous activities students worked from a set of generalizations that they were given. However, most students will need more practice, and they need to move toward more independence--they need to do more on their own. Therefore, we recommend that students work on more data sets like the first one. If you will look at the next three pages of your handout, you will find a set of "Urban Legends: Crime" (Appendix, pp. 35-37).

We're going to ask you to work with this data set as students whould. It will help give you a sense of the thinking strategies and processes involved. Also, it will help you anticipate difficulties students will have and consider ways to deal with them. Finally, it will give you a sense of the way this works in class with students.

We usually begin by having students read this aloud (but you could have them read silently), so let's read them aloud. We are now going to assign you to a group and we will give you 15 minutes to develop several generalizations about urban legends concerning crime. Look for commonalities among two or more; think about what is true of some, few, many, most, what categories they fall into; the characteristics of these kinds of legends; the characters involved; and the content or themes. Write out the statements you come up with and under each briefly provide supporting

evidence. Are there any questions? (Tell where groups will meet and count out up to five for groups.) Please write your generalizations out on a piece of paper.

Once students have come up with their generalizations, they are ready for the next step. One thing you can do is have them test their generalizations by giving them another piece of data and ask them to see if their generalizations still hold up. However, what we are going to ask you to do is to have groups exchange and evaluate one another's generalizations. Here are some questions to use in evaluating another group's generalizations: Which are strong? Are there any that are not informative or meaningful (i.e. "All the legends tell stories."). Are the generalizations accurate, clear, and are they supported by the data. Now, exchange generalizations. If you would, using the questions I just gave you as a guide, discuss and evaluate in your groups the set of generalizations you have been given. Then, please write comments on the generalizations and return them to the group that wrote them. A modification of this is to have the two groups meet together to discuss and evaluate generalizations.

In this activity students have worked more independently on making, supporting, evaluating, and testing generalizations. They are creating generalizations that account for or hypothesize about reasons for commonalities. As a final step, have students write a composition presenting and supporting one or more of their generalizations.

Olympic Records--Data Set

On the next page of your handouts you will find another data set on olympic records (Appendix, p. 38). Notice that this data set utilizes graphs.

The reason why we have included this data set is to show you two things. First, the thinking strategies involved in making and supporting generalizations are used in many subject areas, even in subject areas like math. Also, if you put this data set with the other two we have shown you, we think you can get an idea of the kinds of data sets you can create for your students. In addition, we often use this third data set in still a different way. In this case, we might simply give students the data set and have them write a composition in which they present two or three generalizations with support. In other words, students would do it entirely on their own.

Generalization and Support--Conclusion

One added benefit of having students work with data sets like these is that they learn more "content" as they work with material to make and support generalizations. Another reason why we have shown you more than one data set is that just doing one of these activities will probably not be enough for many students. They need repeated practice. That is why we showed you how to structure the activities so that they move from more structure and teacher to control to increasing independence. In the end, students are doing it entirely on their own. Advanced students can even find their own data sets--given some ideas, cigarette ads, alcohol commercials, American Indian hero stories, etc. We are suggesting, of course, that for students to really master these thinking strategies requires about a week or more of instruction. In our own classes we set it up one of two ways--we either provide an extended sequence of activities over a period of a week or more; or we repeat the activities (with different data) in each unit we teach or every so often throughout the course.

ARGUMENTATION

In most subject areas, we ask students to give their opinions, defend a proposition, or refute a viewpoint, and yet it is easy to overlook the fact that knowing how to create effective arguments is no easy task. It involves a number of thinking skills. (See, for example, Stephen Toulmin. *The Uses of Argument.* Cambridge: Cambridge University Press, 1958).

- Making a claim(s);
- Giving data, evidence for the claim;
- Providing the warrant(s), the link which shows the relation between data and claim;
- Anticipating possible objections from the audience and answering them.

The most common way of teaching students the skills involved in argumentation is to have students read and analyze models of effective argumentation and then attempt to imitate the models they have studied. The trouble with this approach is that too many students never seem to get it. As with the activities we showed you for generalization and support, the activities for argumentation we are going to demonstrate are classroom tested activities designed to teach students the complex thinking skills involved in argumentation.

Seat-Belt-Use Laws--Writing Assignment

One way to find out what your students know or don't know about argumentation is to give them an assignment that involves argumentation and find out. If you will look at the next two pages of your handout (Appendix, pp. 39-40), you will find an assignment that we have used to find out what our students know and do not know about argumentation.

We would like you take a look at this assignment as we read the directions and examine some of what else is here because we think you will see that this assignment is a little different than most. Most often students are given the assignment and nothing else. This particular assignment provides data, data that could be used to support various arguments for or against the seat-belt-use law. This is important because one of the mistakes we make in designing assignments is that we assume that students have the data at their fingertips or somewhere in their brains; and when we get the results, which are often not very good, we assume, that students do not know how to use data to support a claim. However, they might very well know how to use data to support a claim but they did not happen to have such data at their fingertips. Using this kind of assignment, we think, will enable you to gain a more accurate picture of what your students can and cannot do.

The Seat Belt Law--Student Pretest

On the next page of your handout (Appendix, p. 41) you will see an example of a student paper before instruction. This paper was written by an

eleventh grade student. (Read example aloud.) Notice that the paper contains a proposition the "Law is unnecessary"; however, it lacks supportable claims, and the student has not used any of the data given to her in the assignment; finally, the paper fails to anticipate and refute opposing views. Obviously, this student needs some help in learning how to write effective arguments.

Peacock's Poser

If you will look at the next two pages of your handout (Appendix, pp. 42-43), you will find the first activity we want to show you for argumentation. This activity is designed to get students involved in argumentation--get them arguing and counter-arguing, but in a situation that will encourage them and one which will not intimidate them. Specifically, this activity is designed to give students practice in stating a claim or position, finding evidence to support a claim, explaining how evidence supports a claim, and in refuting opposing viewpoint. Notice the visual aspect of this activity: It provides evidence in a very concrete way--most of it is right there in the picture.

If you will please follow along as we read the situation and assignment. (Read the problem and assignment.) Now, we are going to ask you to do this activity just as we would have students do it. We would like you all to get into groups (assign groups if needed). We would like you to list the evidence pointing to murder and suicide and then decide in your groups if this is a case of murder or suicide. We will give you about fifteen to twenty minutes, then we will discuss your findings and see who has

solved this mystery. (Explain things in photograph that may be a problem such as "Ring Broker.") Are there any questions?

Now, that you have all come up with your solutions, let's see who has the best solution. Let's reform as a class to present and defend your positions. We suggest using the following questions as a guide in leading the class discussion of the problem:

*Who thinks it was murder, and could you tell us why?

*Who thinks it was suicide, and could you tell us why?

*Is there any other evidence that points to murder (or suicide)?

*Could you explain or elaborate on how your evidence points to Murder (or suicide)?

*Is there anything we may have overlooked here?

*Does anyone see a problem with that argument (or, do you all agree with that argument)?

*Is there any other way to interpret that evidence? What else could it mean?

What you have just demonstrated here in the discussion of this case is exactly what happens with students. Often, when we have run class

discussions of this case our biggest problem is keeping control because students so vehemently argue their positions. Notice that we did not tell you that you must have a claim, or you must have data, or you must have a warrant, or even that you must refute opposing viewpoints. The very structure of the activity and discussion encourages students to do these things naturally.

How and why does this activity work? First, in the small group discussions students are able to rehearse their opinions in a non-threatening situation, and once groups have worked through the problem, the students in the groups are often very committed to the solution worked out by their group. As a result, the level of discussion in the whole class discussion is often very high with most or all students participating. In addition, one of the things that happens in the whole class discussion is that as the class debates the problem, some students change or modify their original positions. As students present and debate the problem, as they hear more arguments and see more evidence, they are often convinced that their original position was weak or wrong. This stands in striking contrast to the view that most students are so egocentric that whenever they are involved in a debate their final answer is, "Well, I don't care what you say, it is just my opinion."

One important element of this activity is that there is no easy answer. This is one important reason why the activity is so effective. In fact, even though we have done this activity with students many, many times, students still come up with new and interesting arguments and point to new evidence and different ways to interpret the evidence that we have never thought of before.

Yet, the activity is carefully structured to keep students on track. They only have two possible positions, murder or suicide. This helps focus student attention on claims, data, warrants, and refutation. But even with this structure, the fact that it is a mystery helps keep student involvement at a high level.

In the discussion it is important to use questions that encourage students to clearly present their positions, point to the evidence that supports their positions, and explain how the evidence supports their positions. As a follow-up, you might even end the discussion by having students discuss which arguments seem particularly strong and why? Which evidence is the most effective and why? Which counter-arguments where strongest and why?

Once all students have had a chance to present and debate their viewpoints, you might have students write-up their conclusions on the case. Again, encourage them to point to specific evidence, explain how evidence supports their conclusions, and they must refute major evidence and/or arguments on the other side.

Ten Athletes Who Overcame Handicaps--Activity

One of the most difficult skills for students to master in argumentation is refutation or counter-arguments. In fact, in arecent study of writing by the NAEP (1981), the researchers found that only a little over 5% of the 11th grade students were able to effectively refute opposing viewpoints. Clearly, out students are not learning this thinking strategy that is so important to effective argumentation. If you will look at the next two pages of your handout (Appendix, pp. 44-45), you will see an activity that focuses on

refutation, although it also reinforces skills students learned and practiced in the previous activity.

(Read directions.) After going over the directions, have students read through the scenarios on their own and then rank the athletes according to the one whom they feel most deserves praise for his/her achievements to the one who least deserves praise. After they have completed this step, then put students in small groups and have them attempt to reach a consensus on their ranking. Then, after 15 minutes or so--after most or all have reached a consensus, some groups may not be able to agree--reform the class. You might want to compile the results of their rankings on the board. We have found that this is an effective way to focus the discussion on the key elements of disagreement. Then, lead a class discussion focusing on the reasoning for their rankings.

This discussion forces them consider to a large audience of their peers and they must explain, defend, and refute--just as they had to do the same thing in their small groups--why one should be ranked higher or lower than another. In other words, the activity is structured so that students must come up with counter-arguments in order to justify their rankings. In attempting to explain why #4 should be ranked higher than #10, students will have to explain why athlete #4's achievements are greater or more worthy of praise than athlete #10's.

Here are some questions to use as a guide in leading the class discussion or in helping small groups attempt to arrive at a consensus:

- What were the handicaps involved? Why is x more of a handicap that Y?

*How were the handicaps overcome? Why are x's accomplishments more worhy or less worthy than y's?

*What were the athlete's goals? Why were the accomplishments of x outstanding in light of the handicaps involved? Why more so than y?

These questions help students focus in on key elements and refine their arguments and counter-arguments.

As with the previous activity there is no one answer. This inevitably leads to lively small group and whole group discussions in which students are actively practicing the thinking skills involved in argumentation.

Here is an example of an exchange that took place in one ninth grade class:

Student #1: We ranked Liz Hartel first over Peter Gray because even though Liz was paralyzed below the knees and unable to grip a horse for leverage she won two olympic medals. While Peter only needed one arm to pitch.

Student #2: No, Peter should be ranked first and Liz Hartel second because while it is true that one could pitch well with one arm, he was able to bat .218 in 1947. Even today batting .218 with one arm in the majors is incredible. Also, we thought that because Liz still had the use of her knees shows that she was able to grip the horse for balance.

What this brief example illustrates is how the activity engages students in the skills of argumentation, particularly refutation.

Notice that this activity is more open than Peacock's Poser. Students have many choices to make for an overall proposition, and they must develop and support a number of claims and counter-claims. This is an example of how the instruction is set up so that there is more structure and teacher control at the beginning of a sequence when students are unfamiliar with a concept or skill and how with each activity in the sequence there is a movement toward more student independence from the teacher and the materials.

Once all students have had a chance to express their views and rankings, you might want to have students discuss arguments and counter-arguments that seemed particularly strong and what made them strong, as well as those that were weak and why. Also, you might want to discuss how weak arguments and counter-arguments could be improved.

As a follow-up you might have students pick their top two or three ranked athletes and write a composition explaining why one should be picked over the other one or two choices.

One variation on the activity for less able students is to elimate the ranking of all of the choices and just have them pick the top three.

Survival Dilemma--Activity

The next activity on the next page of your handout (Appendix, p. 46) is designed to give students additional practice in the skills or thinking strategies involved in argumentation. As with the previous activities it

contains what we call "built in controversy" (See Kahn, Walter, and Johannessen, 1984). Again, there is no one answer. The activity helps students practice strategies such as generating supporting evidence for a claim, challenging each others viewpoints, clarifying reasoning, answering objections from their audience, giving and explaining evidence, and criticizing faulty logic.

Please follow along as we read the assignment. (Read problem.) After reading the problem to students, we then put them in small groups to come up with their solutions. Sometimes we have them come up with their own solution before putting them into groups. After 15 or 20 minutes, longer if they need it, we reform the class for discussion. We have students present their solutions and discuss differences.

Usually this activity generates such a lively discussion that often we need only use our first question and the debate begins. But here is a set of guide questions we use to keep the discussion moving and keep students on task.

*What is one thing your decided you could definitely get rid of? Why?

*Does any group disagree with that? Why?

*What is one thing you should definitely keep? Why?

*Does everyone agree with that? Why? Why not?

*What items on the list haven't we discussed? What would

you do with x? Why?

*Let's hear your complete list of what you are going to keep and what you are going to get rid of and why?

In the small group and whole class discussions students are verbally practicing the thinking strategies involved in argumentation. Here is an example of the kind of discussion that takes place in the whole class discussion. The following example is from a twelfth grade remedial class. They are arguing about the necessity of oars.

Student #1: There's nowhere to row in the middle of the Atlantic anyway, so why do we need oars?

Student #2: But what if they start to go over a waterfall. . . . They would need to row to stay away from it.

Chorus of voices: No, no, no Carla.

Student #3: They are in the middle of the Atlantic Ocean. It is an ocean. There aren't any waterfalls in the ocean.

Student #4: We thought we should keep at least two oars because if we see a ship then we would be able to row to it.

Student #5: But it says that there are strong winds and high waves. Oars are going to be useless in conditions like that.

The important point here, besides the funny things that students sometimes say, is that giving students a concrete situation results in emotional

involvement in the problem. Also important is the fact that there are a number of possible solutions. Had the list of items included a number of clearly nonessential items such as benches, food storage boxes, an anchor, the solution could be too clear cut to be arguable. And without argument the students would not be practicing the thinking strategies essential to effectively persuade others of their viewpoints.

Another important element here is the open nature of the problem. Students must develop propositions (and many are posssible), claims, supporting evidence, and counter-claims. Students are moving toward more independence from the teacher and materials in this activity.

Once all students have had a chance to express their views, we often have students discuss arguments that seemed particularly strong and what made them strong, what kinds of arguments seemed weak and why, and how certain arguments could be refuted.

As a follow-up, we have students write to convince others that certain choices of what to keep and what to throw away will give the group the best chance for survival.

The Seat Belt Law: Friend or Foe--Student Essay

Remember the student essay we looked at on the seat-belt-use law? If you will look at the next two pages of your handout (Appendix, pp. 47-48), you will see an essay written on that same assignment by an eleventh grade student after doing the activities we have shown you. Please follow along while we read the essay; then, we'll have a look at what the student seems to have learned from doing the activities. (Read essay.)

Notice how the student begins with a proposition that he supports with claims, evidence and warrants, and counter-arguments. Also, in the first paragraph the student presents some strong statistics. Then in the second paragraph the student begins by refuting a significant argument. Then, he presents his counter-claim, evidence, and warrant.

In the next paragraph, the writer begins by stating an opposition claim which is followed by a counter-claim, evidence, and pretty good warrant. It could be clearer. In the fourth paragraph the writer begins with a claim, followed by the opposition view which he refutes with explanation. Again, it could be stronger. In the fifth paragraph, the writer begins by refuting a counter-claim which is followed by evidence and a warrant. In the sixth paragraph the writer again uses this strategy, refuting a counter-claim, simply by pointing out how silly it is. He then follows it with evidence and a warrant. In the conclusion of the essay the writer restates his proposition, and adds a final piece of evidence directed to those who may still disagree with his opinion. In summary, there is no doubt that this student has learned the thinking skills needed for creating effective arguments.

Argument--Conclusion

As this student paper seems to illustrate, providing activities that engage students in the thinking strategies essential for argumentation is one way to teach students these skills which are so important across the curriculum. In addition, students need more than one of the activities we have shown you if they are going to learn these skills. Proving a variety of activities which encourage students to practice these strategies in different

situations and with a variety of materials will help students learn how argumentation applies in various subject areas. In addition, they seem to learn the content more effectively. They are not just learning isolated facts or bits of information, the activities require them to use the information provided, and when they have to use, it they learn it better.

Conclusion

What we have tried to show is that the major thinking strategies of making and supporting generalizations and argumentation apply across the curriculum. The activities we have shown you are concerned with a number of subject areas, and they more than anything illustrate that focusing instruction on these kinds of activities will enable students to learn these important thinking strategies. If we provide activities that interest students, that engage them in using the strategies they need to learn, that provide repeated practice of these strategies in a variety of situations, that are sequenced with more structure at the beginning and move to student independence at the end, and that require them to content with the immediate demands of a real audience in small group and whole class discussions, then students will be able to think and write more effectively across the curriculum.

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APPENDIX

STUDENT ACTIVITY SHEETS

Accidental Deaths by Firearms

By using what you know or making an "educated guess," determine which of the following statements you think are accurate and which are not. For each statement, circle "true" or "false."

1.	Few of those killed in firearm accidents are under the age of eighteen.	T	F
2.	Accidental deaths by firearms most often occur when people are hunting.	T	F
3.	Many victims of fatal accidents with firearms are friends or relatives of the person who kills them.	T	F
4.	About half of the fatal accidents involving firearms occur outdoors.	T	F
5.	Those who are involved in fatal accidents with firearms are almost never people who have had some training or experience in the use of firearms.	T	F
6.	A major cause of accidental deaths by firearms is people playing with guns.	T	F
7.	In a number of cases, the person who makes the error in judgment is not the one who is killed in a fatal firearm accident.	T	F
8.	Even people with extensive training and experience in the use of weapons are sometimes responsible for fatal firearm accidents.	T	F
9.	Over 50 percent of the victims of fatal firearm accidents are between the ages of 13 and 23.	T	F
10.	Some fatal accidents with firearms may be the result of mixing guns and alcohol.	T	F

You are a member of a state commission studying laws pertaining to firearms. Ultimately, the commission will be making a report to the governor and state legislature regading possible reform of the state's firearms laws. You have been asked to study "Accidental Deaths by Firearms" in the United States for the week of May 1-7, 1989. Assume that these deaths represent the kinds of accidental deaths that take place every week in the United States.

Based on your analysis of this information, you are to write a report for the state commission of which you are a member. In your report you are to present generalizations about accidental deaths by firearms. Your generalizations might focus on the nature of the accidental deaths and/or victims, etc. What commonalities can you identify among *many, most, some, few, etc.* of the accidental deaths and/or victims?

The other members of the commission, who will be reading your analysis, have not seen or studied the information you have. They may not readily accept your conclusions. Therefore, your report will also need to include clear explanation of <u>how</u> you reached your conclusions and the <u>evidence</u> (ie. facts, examples, statistics) that supports your conclusions.

Your report should be a well-organized composition. You might want to consider the implications of your findings in terms of the task given the commission.

Accidental Deaths by Firearms
United States
May 1-7, 1989

Monday, May 1

Mark Suchy, 19
Clinton, Me.
Mark and his brother loved cars, rock music, hunting and guns. That day they bought a new .44-cal. revolver. Joined by two friends, they tried it out on targets in their backyard in rural Maine. Afterward they gathered around the kitchen table. Mark's brother, 23, supposing the others had emptied the pistol, playfully pointed it at Mark and pulled the trigger. To his horror, the revolver fired a bullet into Mark's chest. The two friends fled. The stunned brother called for help, but Mark was dead before the police ambulance arrived.

Anthony Beltran, 23
North Smithfield, R.I.
A woman friend playfully aimed his automatic handgun at him in a motel room, then pulled the trigger. She did not know the gun was loaded. She was charged with manslaughter.

Tuesday, May 2

Stephan Sears, 23
Sterling County, Texas
A ranch hand and gun lover, he accidentally shot himself when he was removing a rifle from the gun rack of a pickup truck. The trigger caught on the rack.

Todd Glover, 21
Alameda, Calif.
For his son's coming-of-age birthday, Todd's father presented him with a special gift--a .357 Magnum police revolver. It was a weapon Todd could use professionally if, as planned, he became a law-enforcement officer like his father, a sergeant on the Alameda force. Todd, who was working as an unarmed security guard, had recently begun taking the tests he had to pass to become a deputy sheriff. He loved the .357. He was handling it in his bedroom six days after his birthday when, in the adjoining room, his mother and stepfather heard it fire. They found him dead.

Wednesday, May 3

Milton Carpenter, 22
Ava, N.Y.
The .22-cal. Mossberg rifle was Milton's treasure: it had been left to him by his father. Though he seldom fired it, Carpenter, a bakery worker, loved to show off the weapon. He was doing just that while drinking with friends in the rented house in northern New York that he occupied with his girlfriend and their two young children. As Carpenter brandished the weapon, he stepped backward and tripped over his little boy. The rifle banged against his lower lip. It went off, sending a bullet through the roof of his mouth. He died a week later.

Gregory Brice, 28
Houston, Texas
Grabbed by a police officer after burglarizing two homes, he was accidentally shot when the two stumbled over a curb, according to police.

Thursday, May 4

Derrick Smith, 9
Bartlett, Texas
Known as "Kye" to his family, Smith was a talented player on a midget-league baseball team in this tiny central Texas town. He was passing the afternoon at his grandparents' while his mother worked as a nurse's aide. He and a cousin were sitting on a sofa studying baseball cards when his two-year-old brother toddled into the room with a revolver picked up from a dresser elsewhere in the house. Sensing danger, another cousin, also 9, grabbed the gun. It fired, and the bullet struck Kye. He was dead on arrival at a local hospital.

Friday, May 5

Hasan Abdullah, 14
Tarrant City, Ala.
The high school student was in a friend's home when the friend shot him with a revolver. The youth, who said the death was an accident, has been charged with manslaughter.

Nicole Henry, 15
Brooklyn, N.Y.
A 16-year-old friend of hers was playing with his handgun when it accidentally fired. She was hit in the neck. The friend has been indicted for criminally negligent homicide.

Saturday, May 6

Terry Townes, 28
Milwaukee, Wis.
He argued with an older roommate, who got a shotgun, apparently to scare Townes. The gun went off. The roommate has been charged with homicide.

Darrell Holman, 37
Las Animas County, Colo.
With big-game rifles in hand, they set out as a father-son hunting team: Darrell Holman, a heavy-equipment operator and his 15-year-old son. Using bait, they attracted a black bear. The father shot the animal, but it was only wounded and escaped through the brush. They tracked the bear to a higher ridge, encountering it at close range. The enraged 300-lb. bear charged the father. He fired twice, but the beast kept coming, caught him, pinned him to a rock and mauled him. Desperate, the son fired his rifle at the bear. The shot hit his father, who died immediately. The bear was found dead later.

Jonathan Ferguson, 17
Martha, Ky.
The high school senior was showing friends the handgun that his parents kept in their grocery store. He put the weapon to his head, apparently believing he had emptied it.

Moses Townes, 16
Capitol Heights, Md.
He was a high school student playing with a revolver at the home of a neighbor, 14. The younger boy had the gun when it discharged.

Michael Lozano, 28
Reserve, N. Mex.
A logger drinking with friends outdoors, he was firing a shotgun into the air for fun but somehow--accidentally, it was ruled--shot himself in the head.

Justin Price, 12
Morrison, Okla.
He and another twelve-year-old were playing in a garage with a revolver. In the hands of the playmate, it discharged accidentally into Justin's face.

Sunday, May 7

Clyde Engle, 34
Leslie County, Ky.
After target shooting with three other men, the coal miner put a handgun to his head. Saying that the safety was on, he pulled the trigger. His death has been ruled accidental.

Jan Gmyrek, 34
Queens, N.Y.
The bricklayer picked up a rifle in his home. To a friend, it appeared that he was about to shoot himself. When the friend tried to grab the gun, it discharged. The death was ruled an accident.

Adapted from "Seven Deadly Days." *Time*, July 17, 1989: 30-60.

Student Essay

Handguns and rifles; A five-act play that always ends in unforgotten tragedy

by Shunette Campbell

Survival in our complex society is becoming more and more like an exciting but dangerous arcade game. We are playing hunt and chase with our lives but someone else is usually depositing the quarters and handling the controls, more often than not, males in this nation, our men, are killing and being killed. During the week of May 1, 1989, reports of accidental deaths by firearms revealed that of 17 accidental deaths, 16 of the victims were male and 15 of the 17 perpetrators were also male.

One might ask why this callous deed of gendercide continues to persevere. The extensive use of handguns partly answers this question, 11 of the 17 victims were shot by handguns. Most victims of accidental deaths by firearms result in this deadly combination of males and handguns; therefore, for the sake of our nation, especially our men, handguns should be banned from public use.

Death and sex ratios prove that there is a need for male preservation by taking preventive measures. At conception there are 107 would-be male babies conceived for every 100 would-be female babies conceived. At birth, the number drops slightly to 105 males per 100 females. By the age of 20, the ratio evens out to 100. Mark Suchy, 19, and Moses Townes, 16, are two out of six of 16 males slaughtered by handguns before they even reached age 20. Handguns circulated throughout our domestic population help to create a shortage of men, leaving even fewer to protect our country and to marry our women. By age 85, there are 55 men for every 100 women. With handguns picking off American men and a male majority being prosecuted for these killings, soon there will not even be 55.

As shocking as the beforehand information may be, what is even more frightful are the overall ages (ranging from 12 to 27) of the victims and perpetrators. None of those killed: Derrick Smith (9), Justin Price (12), Hassan Abdullah (14), and others were even 40. Handguns are killing dozens of young American men every week and hundreds each and every year.

Americans can continue to exercise their right to bear arms by using rifles or less accessible forms of firearms. Guns are played with and accidentally fired much too often. But it would have been difficult for any of the deaths to have occurred if larger guns were involved. Derrick Smith's two-year-old brother carelessly picked up the revolver that killed him from a dresser. Justin Price (age 12) and his young playmate may have found it difficult to handle a large rifle which could have prevented the senseless accidental shooting. Larger rifles are not as easily concealed or leisurely carried on one's person as handguns can be. Concerned citizens could more readily spot and report potentially dangerous situations. It is hard to go unnoticed when practicing such endangering behavior as Clyde Engle, 34, did when pointing a handgun playfully to his head, with a six-foot rifle. Let us exercise our second amendment rights in more thoughtful and safe ways. This game of Russian roulette - the purchase, careless placement, play, shooting, and horrific death - is a five-act play that always ends in tragedy.

Urban Legends: Crime

Urban legends are stories of events that are believed to be true though they cannot be proved. According to the teller, the story is *true*, it really occurred, and recently, usually to a relative, friend, or "friend of a friend." Urban legends are told both in the course of casual conversation and in such special settings as campfires, slumber parties, and college dormitories. The urban legends that follow have traveled far and wide and have been told and retold with little variation by many different people in many different places. Some of the details change (names, locations, numbers, etc.) but the basic story remains the same.

The Choking Doberman

A weird thing happened to a woman in Las Vegas. She got home one afternoon and her dog, a Doberman, was in convulsions. So she rushed the dog to the vet, then raced home to get ready for a date. As she got back in the door, her phone rang. She answered it and was surprised to discover it was the vet. Even more surprising was his message--"Get out of the house immediately! Go to the neighbor's and call the police!" It seems that when the vet examined her pet, he found that two human fingers had been lodged in the dog's throat. Concerned that the person belonging to the dismembered fingers might still be in the house, he phoned to warn the woman. The police arrived at her house, and they all followed a bloody trail to her bedroom closet, where a young burglar huddled--moaning over his missing thumb and forefinger.

The Elevator Incident

Three women from Rochester recently visited New York City. They were on an elevator, and a black man got on the elevator with a dog.

The elevator door closed.

"Sit!" the man commanded.

The three women sat.

The man apologized and explained to the women that he was talking to his dog.

The women then nervously said that they were new to New York and asked the nice man if he knew of a good restaurant.

The women went to the restaurant recommended by the man. They had a good meal and called for their check. The waiter explained that the check had been paid by Reggie Jackson--the man they had met on the elevator.

The Killer in the Backseat

As the woman walked to her car in a parking lot, she noticed a man following her. She jumped in her car and tore off, only to notice to her dismay that the man was following her in his car. The woman drove through downtown Phoenix trying to elude him, passing stores, houses and bars. When that failed, she drove across town to the home of her brother-in-law, a policeman.

Horn honking, she pulled up and her brother-in-law came running out. She explained that a man was following her and said, "There he is, right there!"

The policeman ran up to the man's car and demanded to know what he was doing.

"Take it easy. All I wanted to do was tell her about the guy in her back seat," the man said.

And indeed, there was a man huddled in the woman's back seat.

The Sweet Taste of Revenge?

She was in her seventies. After purchasing her cup of coffee and a chocolate candy bar, she gazed around the crowded cafe looking for a seat. The only table available was near the door, and at it sat a punk rocker with bright orange hair.

After sitting down, she realized she had left her gloves on the counter and got up. On returning, she noticed her candy bar had been unwrapped and a bite had been taken out of it. Without saying a word, she finished her bar and coffee then calmly reached over and broke a piece off the pie that young man was about to eat. He in turn did not say a word.

Finishing the pie, she quietly got up and walked out the door to her bus stop. She opened her purse for her bus ticket and, to her horror, saw a fully wrapped chocolate candy bar sitting there.

The Jogger's Billfold

In New York City's Central Park, a jogger had been running along early one morning at his customary pace, surrounded by streams of others out getting their prework exercise. Suddenly another jogger passed by him on the path and bumped him rather hard. Checking quickly, the jogger discovered that his billfold was missing from his pocket, and he thought, "This can't happen to me; I'm not going to let it happen." So he upped his speed a bit, caught up to the other jogger, and confronted him. "Give me that billfold," he snarled, trying to sound as menacing as possible, and hoping for the best. The other jogger quickly handed it over, and our hero turned back toward his apartment for a shower and a quick change of clothes. But when he got home, there was his own billfold on the dresser, and the one he had in his pocket belonged to someone else.

The Double Theft

A woman customer in a department store goes to the lavatory in the ladies cloakroom there and puts her handbag on the floor beside her. The lavatory partitions are of the sort which leave a gap between wall and floor, and a hand comes through this gap and whips her bag away. Before she can emerge, the thief has escaped, but she reports her loss to the store manager. She returns home. A few hours later her phone rings: "This is Harrods; a bag has been found which may be yours; please come to the manager's office to identify it." But when she reaches the store, there is no bag there, and none of the staff have phoned her. Returning home, she sees her own bunch of keys in the lock and finds the flat burgled and all her jewelry gone.

Adapted from the following sources:

Brunvand, Jan Harold. *The Choking Doberman and Other "New" Urban Legends.* New York: W.W. Norton & Co., 1984.

_____. *The Mexican Pet: More "New" Urban Legends and Some Old Favorites.* New York: W.W. Norton & Co., 1986.

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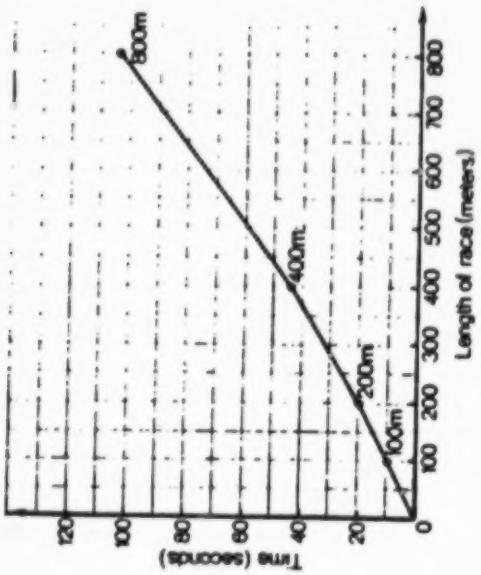


Fig 2 Olympic records for the men's 100-m, 200-m, 400-m and 800-m races

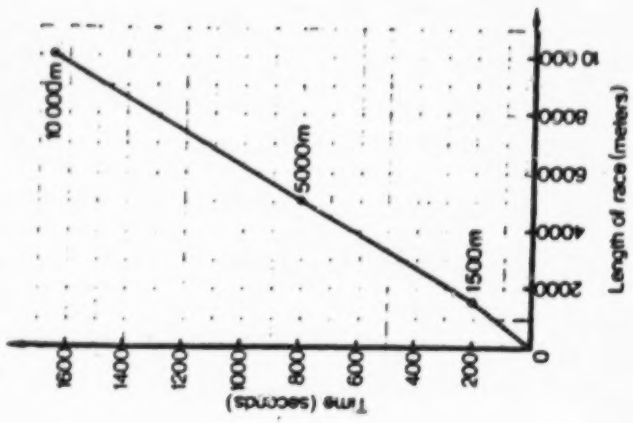


Fig 3 Olympic records for the 1500-m, 5000-m and 10 000 m races

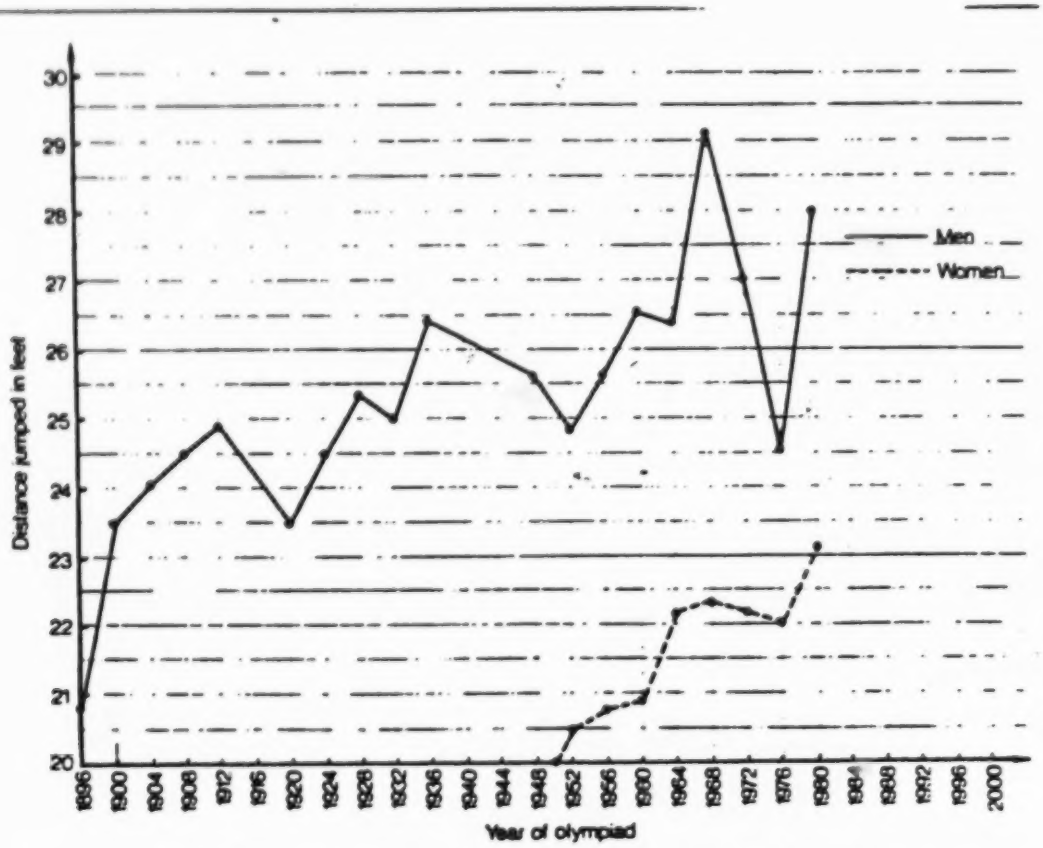


Fig 1 Distances jumped by Olympic gold medalists in the long jump 1896-1980

Adapted from William A. Ewbank, Mathematics Teacher, May 1984, 344-348.

Writing Assigrment

Several states (including Illinois) have passed laws requiring the use of seat belts. Is a law requiring mandatory seat belt use a good idea? Write a composition to convince others of your viewpoint. Use specific evidence to support your position.

INFORMATION RELATED TO MANDATORY SEAT-BELT-USE LAWS

Science Digest (1985) reports:

A fatal car accident occurs every 10 minutes in the United States resulting in 22,576 occupant deaths a year. Seat belts could prevent an estimated 9,900 of these deaths.

Without mandatory seat-belt-use laws, about 15 percent of the United States population wear seat belts.

According to the National Highway Traffic Safety Administration (NHTSA) 0.5 percent of all injury producing accidents occur as a result of occupants being trapped in a car on fire or underwater.

The NHTSA explains that bracing yourself with your arms for a ten-mile-an-hour collision is equivalent to catching a two-hundred-pound bag of cement dropped from a second-story window.

The heroes on The A Team television show survive a rollover without seat belts, then get up and walk away.

In Pennsylvania where there are not yet mandatory seat-belt-use laws, Berg Electronics has developed an incentive program in which employees who voluntarily wear seat belts are rewarded with lottery tickets, free meals, gift certificates, or other prizes. Ninety (90) percent of the employees at Berg Electronics now wear seat belts.

Mercedes-Benz now offers air bags standard on two of their cars and as an option for $880 on five other models. Upon impact in an accident, these air bags inflate in 45 milliseconds, forming a cushion between occupants and the dashboard and windshield. The Breed Corporation in New Jersey believes it can ultimately lower the cost of air bags to $32.

U.S. News & World Report (1984) reports: 44

According to David Hollister, a Michigan State Representative, injuries and lost wages caused by the non-use of belts cost society $2,500 per accident.

"It is easy enough to fool a policeman," explains Michael Nozzolio, a New York State Assemblyman, "by quickly buckling up when you see a patrol car approaching."

David Hollister reports that in countries that have passed mandatory laws seat belt use has gone from 11 percent (before the laws) to 70 percent.

According to Michael Nozzolio, a New York State Assemblyman, mandatory seat-belt laws will divert policemen away from fighting real crime in order to enforce the seat-belt law.

Michael Nozzolio says, "It's one thing to make motorists stop at a red light or stop sign or impose speed limits; it's quite another to prescribe what individuals must do inside their own automobiles."

3

References

"Force Motorists to Wear Seat Belts?" U.S. News & World Report, 1984, 62.

Horton, Elizabeth. "Why Don't We Buckle Up?" Science Digest, February 1985, 22.

The Seat-Belt Law

I feel the seat-belt law is unecessary. It's just like smoking cigeretts. Some people die from it, and others don't. I think it is a personal choice. My grandfather got hit on the passanger side a while ago. If anybody had been sitting there with their seat belt on they would have died instantly.

It is a law, but who could catch you breaking it. If a police comes along, you just buckle up--real quick.

It seems to me as though it will only help protect you in a rear or head on collision. It will injure the person more with one than without.

Making someone wear a seat-belt is like making someone wear goggles and a helmet.

It should be your choice and your priviledge to make the choice. It's a "free" country isn't it?

PEACOCK'S POSER*

Regularly every morning Jenny Goodheart got up at five, mounted her bicycle, picked up her batch of morning papers and made her deliveries.

One of her stops was at Winston Peacock's. He lived alone and was reputed to have a fortune tucked away somewhere in his house, which was built into a hill so that the only access was the front door and a couple of side windows. Usually Winston waved to Jenny, and as she pedalled off she could hear the bolt of the door being pulled back.

On the last day of the year he greeted her as usual, but the next morning, when there was no sign of him, she assumed that he had the same hangover as most of her customers. On January 2nd, however, there was a paper and two milk bottles still lying in front of his door. Alarmed, she dismounted from her bicycle and peeked through the nearest window. Though none of the lights were on, she could see Winston, apparently dead, lying on the floor near his desk. The sight set her trembling, and she got on her bicycle and rode as fast as she could to the village police station.

A detective went straight to the house. There, after verifying Jenny's account as well as he could through a window, he called his colleagues. They had to smash the window in order to gain entrance.

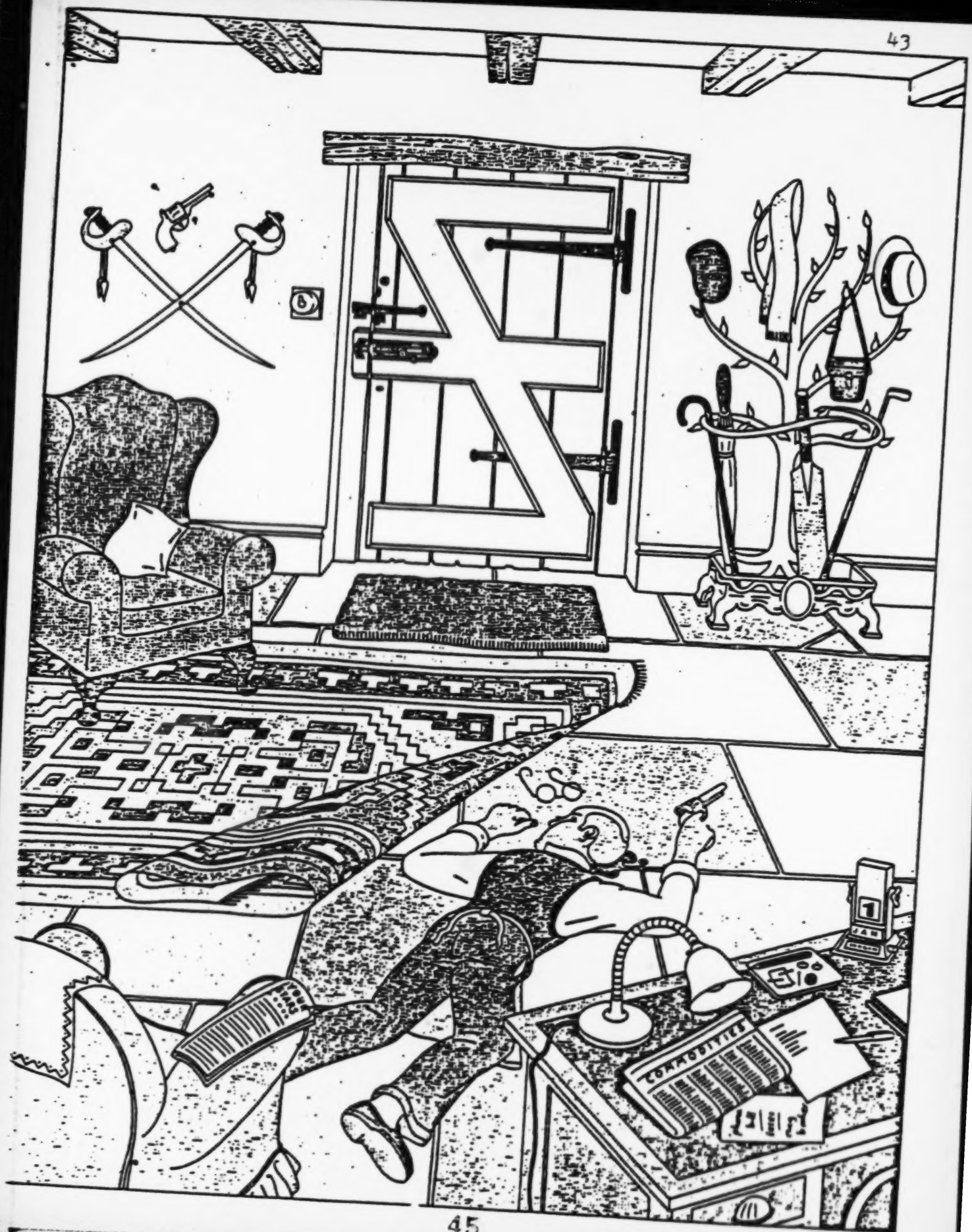
You are a member of the investigative team. Your team must determine whether this is a case of suicide or murder. Analyze the evidence and photograph of the scene of the incident. Decide whether this is a case of <u>suicide</u> or <u>murder</u>.

<u>Evidence pointing to suicide</u> <u>Evidence pointing to murder</u>

You examine the evidence and reach your conclusion. But the other members of the team disagree with your assessment. You decide that at the final meeting concerning this case you will present a report to convince them to change their minds.

Write the report that you will present to convince the others that your conclusion makes the most sense.

*adapted from Lawrence Treat. <u>The Clue Armchair Detective</u>. New York: Ballantine Books. 1983. pp. 26-27


COMMODITIES

Ten Athletes Who Overcame Handicaps

You are one of a number of judges making selections for the Handicap Hall of Fame. You must rank the following athletes who overcame handicaps from the one you think most deserves praise for his/her achievements to the one who least deserves praise. Below each description explain your reasons for placing each athlete where you did. Consider your rankings carefully as you will need to convince a final selection committee that your rankings are the best.

1	2	3	4	5	6	7	8	9	10
Most									Least

1. Charley Boswell--golf
Blinded during World War II rescuing a buddy from a tank that was under fire. A gifted athlete and pro baseball prospect, he took up golf, a sport he had never before attempted. In 1947 won the National Blind Golf tournament, a feat that he repeated 13 times. Received the Ben Hogan Award (1958) and the Distinguished American Award (1965).

2. Wilma Rudolph--track
Stricken with scarlet fever and double pneumonia at age 4, lost use of left leg. Learned to walk at age 7;took up track at 12. Won three gold medals in the sprints in the 1960 Olympics, setting an Olympic record in the 100 meter dash.

3. Ray Ewry--track and field
Stricken with a form of paralysis in childhood. Confined to bed, then a wheelchair. Regained use of legs through daily exercises. Won Olympic gold medals in various standing jumps in 1900, 1904, 1906, and 1908. Still holds the record for the most medals won in Olympic competition (10).

4. Peter Gray--baseball
The only one-armed major leaguer in history, Gray lost his right arm in an accident at age 6. In 1944 the Southern League voted him Most Valuable Player, and the following season he was signed by the St. Louis Browns. He played 77 games with the Browns and batted .218.

5. John Hiller-baseball
The ace reliever for the Detroit Tigers suffered a heart attack in January, 1971. Rejoined the team midway in the 1972 season. Set record in 1973 with 38 saves. Won the Fireman of the Year award, Comeback Player of the Year, Tiger of the Year, and the Hutchinson award, given to the player exhibiting extraordinary courage.

6. O. J. Simpson--football
As a youth, suffered from rickets, a calcium deficiency. Wore braces for several years;disease left legs bowed. Won the Heisman Trophy in 1968 after an outstanding career at the University of Southern California. Holds all-time pro rushing record of 2,003 yards in a single season.

7. Bill Talbert--tennis
Diagnosed as diabetic at age 9 in 1928, when prescribed treatment was total inactivity to conserve energy. At age 13 took up tennis after he convinced his father and his doctors to allow him to participate in active sports. Won a total of 33 national championships, 30 of them in doubles.

8. Dave Stallworth--basketball
A two-time All-American and first-round draft choice of the New York Knicks. Suffered a heart attack at end of second pro season. Came back after two years;played all 82 games for the Knicks in 1970.

9. Rocky Bleir--football
Drafted during his rookie season with the Pittsburgh Steelers and sent to Vietnam, where his right foot and leg were injured (40% disability) by an exploding grenade. After years of a self-imposed regimen of exercise, Bleier became a regular in the Steeler backfield after distinguishing himself on special teams. His superb blocking and running helped carry Pittsburgh to four Super Bowls.

10. Lis Hartel--equestrian
The Danish riding champion contracted a severe case of polio in her mid-20's. Was finally able to walk on crutches after months of daily exercises. Three years after this illness, took second in the women's dressage in the Scandinavian riding championships, though she was still paralyzed below the knees. Took the silver medal in the dressage in 1952 and 1956 Olympics.

Survival Dilemma

A ship is sinking and you have managed to board a lifeboat with twelve other people. Most of the people were not able to reach the cabins to get warm clothing so they are in street clothes. One woman is in a bathing suit. The ship is in the North Atlantic, and the temperature is about 32 degrees Fahrenheit with strong winds and high waves. The lifeboat is an open wooden craft with no motor, so it must be rowed. You may have to spend several days at sea depending on when the boat is spotted. The ocean is very foggy with low, heavy clouds. The boat is dangerously overloaded, so in order to keep safely afloat you must remove 60 pounds of weight. You must decide which items you will remove. For safety reasons, you cannot suspend any items from the lifeboat. You cannot remove any of the people. You must choose from among these items:

3 skin diving wet suits, each 5 lbs.
a 2-gallon container full of water, 10 lbs.
4 wool blankets, each 2 lbs.
a large S.O.S. flag, 3 lbs.
30 cans of tuna fish (flip tops), each 1 lb.
8 oars, each 5 lbs.
first aid kit, 10 lbs.
5 slicker raincoats with hoods, each 2 lbs.
battery operated signal light, 8 lbs.
2 buckets for bailing, each 3 lbs.

Total--140 lbs.

Adapted from Kahn, Elizabeth A., Carolyn C. Walter, and Larry R. Johannessen. "Making Small Groups Work: Controversy Is The Key. English Journal 73 (February 1984): 62-65

The Seat Belt Law: Friend or Foe

"Mom, I'm not wearing my seat belt. I'll look like a total geek." "Oh, it's such a bother." "I don't think mine works." These comments reflect the attitudes of 85% of people today. Without mandatory seat-belt-use laws, about 15% of the U.S. wear seat belts.

Most of the people who don't wear seat belts feel that a car accident will never happen to them. But it does. A fatal car accident occurs every 10 minutes in the U.S. Approximately 40% of those deaths can be prevented by the effective use of a seat belt law.

Some people feel that the law has infringed on their individual rights, but car accidents not only affect the passengers and drivers. According to David Hollister, a Michigan State Representative, injuries and lost wages caused by the non-use of belts cost society $2,500 per accident. Let's see at 9,900 accidents per year that's about how many dollars?

Also one must remember that driving is a privilage, not a right. Therefore, the government does have the right to make regulations on what individuals do inside their automobiles.

I don't think the law was created as an excuse to "bust" people. In countries that have passed mandatory laws, the increase in seat-belt usage was 59%. This fact is the reason for the seat-belt-use law.

There is hope for those who feel seatbelts make them look wimpy. (After all <u>The A Team</u> don't wear seat belts. They are in

crash after crash. Then get up unharmed. Now that's driving.) If you've got the money, Mercedes Benz is offering an air bag on five of their cars for $880 (but first you have to buy the Mercedes). For all the rest of the people, the Breed Corporation is New Jersey believes it can ultimately lower the cost of air bags to just $32.

Ultimately I think everyone will see that the use of seat belts is a wise choice, and for the people who still can't see that fact, remember this statement an ambulance driver once said: "I've never had to unbuckle a dead man."